

Educator Census Data Collection

School Year 2007-2008



Reporting Instructions



**Office of Licensing and Professional Standards
(802) 828-1455**

2007-2008 Educator Census Directions for Principals, Special Education Directors, Alternative Program Directors, and Career and Technical Center Directors

The paper reports provided by your SU contain preloaded educator and assignment data that was reported for your school(s) or technical center in the 2006-2007 Educator Census data collection.

PURPOSE OF THE CENSUS

Educator Census data is gathered for the Vermont Department of Education's Office of Licensing and Professional Standards. The Census has three purposes:

1. to gather data on educator assignments in order to determine which "core academic subject" classes are taught by teachers who are Highly Qualified (HQT) for their assignment in accordance with the requirements of Title II of NCLB,
2. to provide school districts, professional development providers, and other stakeholders with detailed information on educator assignments, tenure, and course offerings to enhance planning and policymaking, and
3. to project areas of teacher and administrator shortage as per the Vermont Department of Education/State Board of Education Strategic Plan.

WHO COMPLETES THE CENSUS

You provide the new or updated educator and course information which is then entered electronically by your central office and certified by the superintendent.

HQT AND THE EDUCATOR CENSUS

Every effort should be made to complete the Educator Census accurately, since HQT statistics (including the percentage of core academic subject classes not taught by highly qualified teachers) are compiled for your local education agency (LEA) based on the information that you submit to us. LEAs are required to publicly report these statistics every year. In addition, HQT statistics are included in required federal reporting by the state.

Reporting errors can result in the calculation of incorrect percentages of classes being taught by teachers who are not HQT for their assignment(s). Especially in small schools, even minor errors in Census reporting can result in big changes in the reported HQT percentages.

In determining HQT statistics, the Department of Education uses the course category assigned to an educator's courses to determine if the educator teaches any core academic classes. The assignment is then matched with the endorsements held by the educator and the educator's content knowledge for those endorsements as contained in our databases in order to determine whether the class is being taught by an educator who is HQT for his/her assignment.

DATES OF COLLECTION

The 2007-2008 Educator Census collects educator data for the **July 1, 2007 – June 30, 2008** school year. Unless otherwise specified, any reference to "year," "school year," or "current year" means the 2007-2008 school year.

When completing the Census, include all relevant educator data for the 2007-2008 school year up to and including the date you submit the completed Census to the Vermont Department of Education. Any changes in employment, assignment, and courses that occur after the collection period should be reported in the 2008-2009 Educator Census.

WHAT'S NEW FOR THIS YEAR

- A new course category has been added for ROTC classes. Please use this category for any ROTC classes.
- In terms of long-term substitute teachers, we have aligned the requirements for Census reporting with licensing requirements. Anyone who has been employed in a professional education position for 30 or more consecutive calendar days must be included in the Census.
- Teacher leaders may now be entered with a Student Support role, thereby eliminating the need to “invent” courses for them, unless, however, they actually teach course(s), in which case the K-12 Teacher role should be indicated and course information provided.

STEPS TO FOLLOW

1. Carefully review the paper reports provided by your SU for your school(s) or center. They contain pre-loaded data that was submitted for your school for the 2006-2007 school year. ***Note:** We were unable to collect employment end dates for educators who left during the 2006-2007 school year in the 2006-2007 Census. These educators were pre-loaded in the 2007-2008 Census. Indicate on the reports the date they left employment last year. Indicate end dates for individuals who have left during this school year as well.*
2. For each educator, manually correct any information that may have changed for the 2007-2008 school year (such as course information, # of classes/students, job title, team teaching information, FTE, job role, employment start and end dates, etc.) by marking up the paper reports.
3. Complete a blank Educator Information Form for any educator (including Classroom, Alternative Education, and Career and Technical Center teachers) who is missing from your preloaded data. Complete a blank Special Educator Information Form for any special educator (including SLPs) who is missing from your preloaded data.
4. Return these corrected paper reports and forms to the SU by the date the superintendent has specified. All data will be edited and/or entered electronically at the SU.

REPORTS & FORMS

Principals and Career and Technical Center Directors Should Receive

- Report of All Educators for entire Supervisory Union
- Report of All Courses for each individual school
- Report of All Educators with Associated Courses for each individual school
- Report of All Courses with Associated Educators for each individual school
- 2007-2008 Educator Information Form (blank)
- 2007-2008 Educator Census Directions for Principals, Special Education Directors, Alternative Program Directors, and Career and Technical Center Directors

Special Education Directors Should Receive

- Report of All Special Educators for entire Supervisory Union
- Report of All Special Educators with Associated Primary Instruction (PI) Assignments for each individual school
- 2007-2008 Special Educator Information Form (blank)
- 2007-2008 Educator Census Directions for Principals, Special Education Directors, Alternative Program Directors, and Career and Technical Center Directors

Alternative Program Directors Should Receive

- Report of All Alternative Program Educators for entire Supervisory Union
- Report of All Alternative Program Educators with Associated Courses for each individual school
- 2007-2008 Educator Information Form (blank)
- 2007-2008 Educator Census Directions for Principals, Special Education Directors, Alternative Program Directors, and Career and Technical Center Directors

WHO SHOULD BE INCLUDED IN THE EDUCATOR CENSUS?

Information for all professional personnel who provide educational services, including outside contractors, will need to be included in the Census. In terms of long-term substitutes, if the educator has been employed in a particular position for 30 or more consecutive calendar days, they must be included in the Census. In general, report all educators employed by your Supervisory Union or a district or school within your Supervisory Union who are in a position requiring a Vermont educator license, and who work with students or who have supervisory, curricular, instructional, or assessment duties.

A list of common personnel that should be included, as well as some personnel who should not be included, is located below. If you have questions about who should be included, please contact Lucinda Morabito at (802) 828-1455 or at lucinda.morabito@state.vt.us.

Personnel to Include in the Educator Census

- Adult Services Coordinators
- Alternative Program Directors
- Career and Technical Center Directors
- Curriculum Coordinators
- Educational Technology Specialists
- Library Media Specialists
- Principals and Assistant Principals
- Program Supervisors
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers
- Special Education Directors
- Speech Language Pathologists
- Substitutes, Long-Term (Employed more than 30 consecutive calendar days in the same teaching position)

- Superintendents and Assistant Superintendents
- Supervisors
- Teachers (including all Classroom, Title I, Special Education, Career and Technical Center, Alternative Program Teachers, and EEE Teachers)

Personnel That Should Not Be Included In The Educator Census

- After school Program Teachers
- Artists-in-Residence who make presentations or provide enrichment activities
- Braille Consultants
- Community members/leaders who make presentations or provide enrichment activities
- Custodians
- Dental Hygienists
- Drug Counselors
- Educational Technology Personnel, unless they teach students or provide instructional services
- Enrichment Teachers (such as performing artists or community leaders who come in to the school to conduct enrichment activities) unless they also provide regular classroom instruction or other duties that would fall under the scope of the “Personnel To Include In The Educator Census” list
- Finance Personnel, such as Business Managers, unless they perform other administrative functions as well
- Food Service Employees
- IT Managers
- Medical Personnel
- Mobility Consultants
- Occupational Therapists
- Office Support Personnel (Administrative Assistants, Secretaries, Clerks, Accountants, Bookkeepers, etc.)
- Paraprofessionals (When a special educator supervises a paraprofessional who provides primary instruction, the primary instruction should be recorded under the supervising special educator.)
- Physical Therapists
- Psychologists, Mental Health Professionals, or Student Assistance Program Counselors providing drug or mental health counseling through the schools (Note: School Psychologists, School Social Workers, and Guidance Counselors must be included.)
- Substitutes who work fewer than 30 consecutive calendar days in the year in the same teaching position
- Translators and Translitterators, unless they teach students or provide instructional services

REMINDERS

Course

We only collect course information for courses taught at the K-12 levels (and performance levels of K-12 for special education primary instruction). Do not provide preK course information.

Report all courses that award credit to students. Generally, do not include courses/classes that don't have credits associated with them. Sometimes courses like study hall do have associated credit – these should be included.

After school and summer classes should not be included.

Special Education Primary Instruction

Only enter information about special education primary instruction assignments in the four core areas (English language arts/reading, math, science, social studies); do not enter any other courses taught by special educators. If a special educator does not provide **any** primary instruction during the current year, then the “consulting” role should be indicated for the special educator and no special education courses need to be submitted for him/her.

Special education performance levels are NOT the grade levels of the students. For special education primary instruction, we collect the K-12 performance levels of the students. We do not collect PreK performance level information.

We do not collect the number of classes special educators teach. We collect the number of special education students a special educator provides primary instruction for in each core area.

Primary Instruction Example:

A special educator provides supplemental math services to 3 students (2 with performance levels of 2nd grade and one with a performance level of 4th grade). This educator also provides primary instruction in English language arts/reading to 4 students (one with a performance level of PreK, one with a performance level of 1st grade, and two with performance levels of 3rd grade). **Only report** that this teacher provides primary instruction in English language arts/reading to 3 students for performance levels of 1st grade through 3rd grade.

Team Teaching

Accurate reporting of team teaching is important since team teaching information may affect the HQT status of the educator(s) associated with the team-taught course(s).

Team teaching refers to a course that is co-taught by two or more individuals who are jointly the teachers of record for the course. Do not provide team teaching information for an educator who is the sole teacher of record for a course, even if he/she is part of a collaborative teaching team. At the middle level only, if two teachers meet on a daily basis to plan and assess curriculum in a specific content area, they may be entered as “team teaching.” When reporting team teaching information to the SU, provide

A primary instructional arrangement is defined as one in which the special educator provides the primary instruction in any of the core areas (English language arts/reading, math, science, and social studies) to one or more students, including planning and assessment of student performance in that core area. The instruction may take place in the regular classroom or outside it. This includes special educators or SLPs who supervise paraprofessionals who provide primary instruction to special education students in one or more core areas. Primary instruction is not necessarily direct instruction. If the instruction is supplemental to a teacher of record, then the assignment is considered to be a consulting special educator role. It may be helpful to think of the individual providing primary instruction as the “teacher of record” in a specific subject for a particular student or group of students.

Implications for HQT: The special educator must meet the HQT requirements for the students’ highest present level of performance in the core area(s).

team teaching information for *all* teachers who team teach together.

Important: Team teaching data is not pre-loaded and must be entered anew each year.

Definitions

Job Role	<p>The educator may have more than one role at a particular place of service (for example, principal and teacher). Choose all roles that apply at a particular Place of Service. The job roles collected for the Educator Census are:</p> <ul style="list-style-type: none"> • PreK-EEE Educator - PreK and EEE educators should be associated with this role. • K-12 Teacher - K-12 classroom teachers should be associated with this job role. • Special Educator - Special educators, as well as SLPs who provide primary instruction, should be associated with this job role. • SU Admin – SU administrative personnel should be associated with this job role. • School Admin – School administrators should be associated with this job role. • Student Support – Use the Student Support role for School Nurses, School Psychologists, School Counselors, School Social Workers, Cooperative Vocational Educators, and Vocational Guidance Coordinators. • Tech Center Teacher – Career and Technical Center teachers should be associated with this job role. • Alternative Program Teacher - Teachers of Pre-Tech Exploratory Programs and other non-special education Alternative Programs should be associated with this job role.
Course Category	<p>The course category is the category (or categories) that most closely encompass the content of the course. Several factors may influence the choice of course category, including course content, course credit, and the educator’s endorsement, in that order.</p> <p>A course may be associated with more than one course category. For example, a humanities course that offers credit in either or both social studies and English would be entered twice, once in association with social studies and once in association with English.</p> <p>For social studies, science, and foreign language courses, you will need to select the sub-area that most specifically matches the content of the course (e.g., Foreign Languages-French or Science-Biology or Middle Grades Science”).</p> <p>For philosophy, psychology, religion, sociology, or anthropology courses, use the Social Sciences course category.</p>

Class Refers to a specific group of students who are instructed together regularly.

Typically, elementary (K-6) teachers will teach one course (e.g., grade 1) and 1 class (1 regular group of students), whereas middle (5-9) and secondary (7-12) teachers will teach multiple courses and multiple classes of those courses.

A course that spans two semesters should be counted as 1 class if the students remain the same for both semesters.

For more information about roles, courses, and classes, please refer to the Quick Reference document which is available through your Supervisory Union or at http://education.vermont.gov/new/html/pgm_IT/data_collection.html.

PRIVACY RIGHTS

The Vermont Department of Education adheres to the Family Educational Rights and Privacy Act (FERPA) - 24 C.F.R. Section 99.31. FERPA allows for the collection of data required to do the work of state and educational agencies. The principle of confidentiality underlies all policies and procedures for the collection, maintenance, disclosure, and destruction of education records. Schools and districts also have a responsibility to protect the confidentiality of educator personnel records. Please be sure that proper policies and procedures are in place, and followed, to successfully complete this collection.

WHO TO CONTACT IF YOU HAVE QUESTIONS

Contact your SU if you need copies of reports or if you have questions about when the corrected paper reports and forms should be returned to your SU.

If you have questions about which educators to include or how to report classes/students, please call Lucinda Morabito at (802) 828-1455 or at lucinda.morabito@state.vt.us.